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his book is written for those teachers who share this opinion. The work combines the older and the newer methods. The grammars of Allen and Greenough, Bennett, and Harkness are referred to for paradigms and rules, but very explicit and intelligent explanation of the principles involved accompanies the references. The book contains a good outline of English grammar, which is referred to in the early lessons; but a much more extensive use of it should be made with young and immature pupils. Other merits of the book are the systematic study of derivations, of the fundamental principles of formation, and of the order of words, the association of forms and their meanings, and the thorough reviews at the close of every twelve lessons. The treatment of the sequence of tenses and of the ablative absolute especially commends itself. The hypercritical may object to *ventus*, *mansus*, *tentus*, *perterrui*, and *discessus*, given in the principal parts, but these forms are justifiable on pedagogical as well as on lexicographical grounds. Objection may reasonably be made to the statement of the rule for the gender of nouns of the second declension, to the use of the term predicate nominative, and to the treatment of *i* as short throughout the perfect subjunctive.

The book is manifestly the endeavor of a practical, experienced teacher to make the study of Latin intelligent. It is unusually free from typographical errors.

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*Experimentelle Paedagogik.* By W. A. LAY. Leipzig: B. G. Teubner, 1908.  
Pp. 125. M. 1.25.

This little book treats more comprehensively and less technically the subject dealt with in its author's *Experimentelle Didaktik* of 1903. It is a more or less popular summary for the use of teachers, educated parents, and others intelligently interested in education. It develops the author's previously expressed views, justifies experimental pedagogy, and gives a brief history of that branch of education. Some consideration is given to the pedagogy of defective children as well as to child-study in general, but none to adult psychology.

The book under review has two main divisions, the first treating of the nature and significance of experimental pedagogy, the second of its special results and problems. The principal topics dealt with in the first part are the history, methods, aim, and scope of experimental pedagogy. This part of the work is marked by admirable clearness and brevity. In the second part of the book, which deals with the special results and problems of experimental pedagogy, there is, on the other hand, a marked liberality in the choice of material. Individual factors, such as the size of the head, natural factors, such as the seasons of the year, and social factors, such as the prevalence of child labor, are treated as forming the general conditions of education, and the results of investigations on these different influences are systematically recorded.

Dr. Lay devotes a great deal of space in *Experimentelle Paedagogik* to investigations concerning what he calls the fundamental principle of pedagogy, namely, that instinctive and acquired reactions form the basis of all education,

that ideas and conceptions, elaborated according to the prescriptions of logic, aesthetics, ethics, and religion, result in action, which in turn reacts on and modifies the initial ideas and conceptions. This view of education is confessedly biological in its origin. The child is regarded as an organism reacting to stimulation. This way of regarding education is not at all new to American readers. Perhaps we should be grateful to Lay for the emphasis laid by him upon what he calls elaboration, the process intermediate between impression and expression. His *Experimentelle Didaktik* had treated in a very satisfactory way the importance of the motor sensations and the dynamic factors in education. In the *Experimentelle Paedagogik* there seems to be a degree of irrelevance in the author's exposition of his educational theory. It seems a little forced to devote over half the space to *impression*, *elaboration*, and *expression*, and to record heterogeneous child-study investigations under each of these headings. Why, for example, is Schmidt's study of the homework of school children mentioned in that section of the book dealing with elaboration, or why is the research of Lobsien and others in reference to memorization, or the investigation of Schuyten in reference to the learning of foreign languages recorded in the section dealing with expression?

Lay, in conclusion, glancing over the many fields that have already been treated by experimental pedagogy, expresses the hope that all departments of instruction and education may be brought under the research methods of comprehensive observation, statistical treatment, and experiment, and that pedagogy may be recognized as being, like medicine, an art resting on a scientific basis. He urges the founding of pedagogical laboratories under state, municipal, university, and normal-school control.

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*The Economy and Training of Memory.* By HENRY J. WATT. New York: Longmans, Green & Co., 1909. Pp. 128. 1s.6d.

This little book gives briefly and in non-technical language the results of the experimental work on memory and imagery. In connection with each topic the author attempts the difficult task of framing rules as to the best methods of memorizing and learning in practical life. While his adjustment of theory to practice is on the whole sane and helpful, there is no attempt to connect with the *special* problems of the school. The author believes in the existence of imageless thought, and his desire to differentiate it from imagery processes renders the treatment of logical memorizing unsatisfactory. To pass to the positive contributions of the book, the following illustrations will give some idea of its character. From the fact that an interference in recall occurs where two things have been associated with a third, the conclusion is drawn that a child who hesitates should not be allowed to give a wrong answer. The teacher should let another child give the correct answer or himself give it. The influence of the will is very effectively brought out. The experimenter who reads his material aloud to his subjects is much slower in learning it than they, because he does not will to learn it. Eighty repetitions of an irrelevant association will hardly suffice to overthrow the intention of a trained mind to answer